INSTRUCTIONS
INDIANA TRANSITION REQUIREMENTS CHECKLIST
INDIANA TRANSITION REQUIREMENTS CHECKLIST TALLY
(Performance Indicator 13)

Performance Indicator 13[1]: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

NOTE: Indiana draft Article 7 says that transition will begin at age 14 or 9th grade (or earlier, if CCC determines). Transition IEP must be in effect when the student turns 14 or enters into grade 9, whichever occurs first.

Review of Student Files:

- 2006 – 2007 School Year

- Per Corporation:
  - 5% of files of students age 14+
    - Minimum: 5
    - Maximum: 25

- Complete the "Indiana Transition Checklist" for each student file. (Print out, or make copies of the one page document. Retain these for possible verification review)

- Complete the "INDIANA TRANSITION CHECKLIST TALLY" (Submit, electronically, to DEL)

Submission to the Department of Education

Date due: November 30, 2007

Submit Electronic Copy of the INDIANA TRANSITION CHECKLIST TALLY to:
Nancy Zemaitis, Assistant Director
Division of Exceptional Learners
(317) 232-0892

Email: zemaitis@doe.state.in.us

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[1] Individuals With Disabilities Improvement Act of 2004

INDIANA TRANSITION REQUIREMENTS CHECKLIST (Performance Indicator 13)

STN #:		Reviewer:	
Corp #:		Date:	

Please see attached 'Instructions: Indiana Transition Requirements Checklist' for additional guidance.

QUESTIONS	POSTSECONDARY GOALS						
	Education/ Training		Employment		Independent Living		
1. Are there measurable postsecondary goals in these areas?	Y	N	Y	N	Y	N	NA
Can the goal(s) be counted? Will the goal(s) occur *after* the student graduates from school? • If *yes* to both, then circle Y • If a postsecondary goal(s) is not stated, circle N							
2. Is there evidence that the measurable postsecondary goals were based on an age appropriate transition assessment?	Y	N	Y	N	Y		N
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the Transition IEP or evident in the student's file? If *yes,* then circle Y							
3. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?	Y	N					
Is the discussion documented in the Transition IEP or evident in the student's file? If yes, then circle Y.							
4. Is (are) there annual Transition IEP goal(s) that reasonably enable the student to meet the postsecondary goal(s)?	Y	N	Y	N	Y	N	NA
Is (are) an annual goal(s) included in the Transition IEP that will help the student make progress towards the stated postsecondary goal(s)? If *yes*, the circle Y							
5. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?	Y / N / NA		Y / N / NA		Y / N / NA		
Is a type of *instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation* listed in association with meeting the post-secondary goal(s)? If *yes,* then circle Y							
6. For transition services that are likely to be provided or paid for by other agencies with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?	Y / N / NA		Y / N / NA		Y / N / NA		
For the current year, is there evidence in the Transition IEP that representatives of any of the following agencies/services were invited to participate in the Transition IEP development: *postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation* for this post-secondary goal? Was consent obtained from the parent (or student, for a student of the age of majority)? • If *yes* to both, then circle Y • If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA • If parent or individual student consent (when appropriate) was not provided, circle NA If *no* invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the Transition IEP meeting, then circle N							
7. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?	Y	N	Y	N	Y	N	NA
Do the transition services include courses of study that align with the student's postsecondary goal(s)? If *yes*, then circle Y							
8. Does the Transition IEP meet the requirements of Indicator 13?	Y	N					
If all Ys or NAs for each postsecondary goal included in the Transition IEP are circled, then circle **Yes** If one or more Ns are circled, then circle **No**							

Adapted from the National Secondary Transition Technical Assistance Center *(NSTTAC)*

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INSTRUCTIONS: INDIANA TRANSITION REQUIREMENTS CHECKLIST
(Performance Indicator 13)

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- **Determine how many files will be reviewed, based upon number of students 14+.**
  - 2006 – 2007 School Year
  - Per Corporation:
    - ◦ 5% of files of students age 14+
      - · Minimum: 5
      - · Maximum: 25
- **Duplicate the Indiana Transition Requirements Checklist.**
- **Complete a file review for each student, utilizing the Transition Requirements Checklist.**
  - o See below for additional guidance on each question.
  - o Retain copies of each file review document.
- **Tally the information from the Transition Requirement Checklist onto the TRANSITION REQUIREMENT CHECKLIST TALLY FORM.**
  - o **Submit ONLY the tally form electronically to zemaitis@doe.state.in.us**

1. Are there measurable postsecondary goals in these areas?

- Find the postsecondary goal(s) for this student.
- If there are measurable postsecondary goals that address (a) *Education* or *Training*, (b) *Employment*, and as needed (c) *Independent Living*, circle Y in each column for #1.
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable, circle N in that column for #1.
- If there is not a postsecondary goal that addresses *Education* or *Training*, circle N in that column for #1.
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable, circle N in that column for #1.
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N.
- As needed, if there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable, circle N in that column for #1.
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column for #1.

2. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?

- Find where information relates to assessment and the transition component on the Transition IEP (either in the Transition IEP or the student's file).
- For each of the postsecondary goal areas circled Y in question #1, if there is age-appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column for item #2.
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** age appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column for #2.
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age-appropriate transition assessment information, from one or more sources, provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y in the corresponding column for item #2.
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column for item #2.

3. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?

- Find the area of the Transition IEP that discusses, then documents whether the student will pursue a high school diploma or certificate of completion.
- If the student will pursue a high school diploma, circle Y.
- If the student will pursue a certificate of completion, circle Y.
- If there is no evidence either option has been documented, circle N.

4. Is (are) there annual Transition IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)?

- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the Transition IEP that will help the student make progress towards the stated postsecondary goal, circle Y in that column for #4.
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the Transition IEP that will help the student make progress towards the stated postsecondary goal, circle N in that column for #4.
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the Transition IEP that will help the student make progress toward the stated postsecondary goal, circle Y in that column for #4.
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included the Transition IEP that will help the student make progress toward the stated postsecondary goal, circle N in that column for #4.

5. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

- Find where transition services/activities are listed on the Transition IEP.
- For each of the postsecondary goal areas circled Y in question #1, if there is (a) instruction, (b) related service(s), (c) community experience(s), (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y in that column for #5.
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal, circle N in the corresponding column for #5.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition service(s) listed in association with meeting that postsecondary goal, circle Y in the corresponding column for #5.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column for #5.

- 6. For transition services that are likely to be provided or paid for by other agencies with parent or student (once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?

- Find where persons responsible and/or agencies are listed on the Transition IEP.
- Are there transition services listed on the Transition IEP that need to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, circle NA in all columns for #6.
- For each of the postsecondary goal areas circled Y in question #1, if **it is too early** to determine if this student will need outside agency involvement, circle NA in the corresponding column in #6.
- If parent (or student, when a student has reached the age of majority) consent was obtained to invite outside agency(ies), continue with the next guiding question. If no, circle NA in all columns for #6.
- For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, is there evidence in the Transition IEP that any of the following were invited to the Transition IEP meeting to discuss transition, *or otherwise involved in the discussion of transition services*: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, circle Y in the corresponding column for #6.
- For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, **but no** evidence in the Transition IEP that any of the following were invited to the Transition IEP meeting to discuss transition, *or otherwise involved in the discussion of transition services*: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal, circle N in the corresponding column for #6.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/student consented agency(ies) were invited to the Transition IEP meeting to discuss transition, circle Y for the corresponding column in #6.
- If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/student consented agency(ies) were invited to the Transition IEP meeting to discuss transition, circle N for that item.

7. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

- Locate the course of study (instructional program of study) or list of courses in the student's Transition IEP.
- Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N.
- Is the course of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired postsecondary goal(s)? If yes, circle Y. If no, circle N.

8. Does the Transition IEP meet the requirements of Indicator 13?

If all Ys or NAs for each postsecondary goal included in the Transition IEP are circled, then circle **Yes**
If one or more Ns are circled, then circle **No**

INDIANA TRANSITION REQUIREMENTS CHECKLIST – TALLY SHEET (Performance Indicator 13)

Corp #:		Name of Person Completing the Tally	
Date:		Telephone #:	

FILE	STN #		FILE	STN #
1			14	
2			15	
3			16	
4			17	
5			18	
6			19	
7			20	
8			21	
9			22	
10			23	
11			24	
12			25	
13				

Questions	Postsecondary Goals						
	Education/ Training		Employment		Independent Living		
1. Are there measurable postsecondary goals in these areas?	Y	N	Y	N	Y	N	NA
TALLY:							
2. Is there evidence that the measurable postsecondary goals were based on an age appropriate transition assessment?	Y	N	Y	N	Y		N
TALLY:							
3. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?	Y	N					
TALLY:							

Question	Y	N	NA	Y	N	NA	Y	N	NA
4. Is (are) there annual Transition IEP goal(s) that reasonably enable the student to meet the postsecondary goal(s)?	Y	N		Y	N		Y	N	NA
TALLY:									
5. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?	Y	N	NA	Y	N	NA	Y	N	NA
TALLY:									
6. For transition services that are likely to be provided or paid for by other agencies with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?	Y	N	NA	Y	N	NA	Y	N	NA
TALLY:									
7. Do the transition services include a course of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	Y	N		Y	N		Y	N	NA
TALLY:									

Question	Y	N
8. Does the Transition IEP meet the requirements of Indicator 13?	Y	N
TALLY:		

Submission to the Department of Education

Date due: November 30, 2007

Submit Electronic Copy of the INDIANA TRANSITION CHECKLIST - TALLY to:

Nancy Zemaitis, Assistant Director
Division of Exceptional Learners
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e-mail: zemaitis@doe.state.in.us